Question: Do you coordinate your efforts with the WWC? It appears that there may some duplication of effort.

> **Answer:** Thanks for your question. We do not coordinate efforts with the WWC, although do know that there may be some overlap. The major difference between our review process and that of the WWC is that our process is voluntary. Vendors submit their products to us for review and fill out detailed evaluation protocols that include the data that the TRC needs to make ratings. We also do not rate interventions overall, but rather provide ratings and information about the individual studies that vendors submit for review. Our goal is not to endorse or recommend programs but simply to provide information for consumers to use in making decisions for themselves about what programs are right for them. Finally, some of the TRC's criteria for review differ from those of the WWC; for example, the TRC provides a rating on fidelity of implementation. Both our review and WWC are good sources of information for consumers to look at when choosing an intervention; we recommend that you gather as much information as you can when making decisions.

Question: Who developed the TRC review criteria? How was that process done? Do the criteria ever change?

> **Answer:** The review criteria were developed by the members of the TRC. Each TRC convened for a face-to-face meeting to establish evidence standards and develop the evaluation protocols that vendors are asked to fill out as part of their submission. The basic criteria remain the same from year to year; however the specific within the rating rubrics sometimes change slightly due to concerns or confusion that may arise during any particular review cycle. Each review cycle concludes with a debrief session in which the full TRC signs off on the results. If any decisions need to be made about rating criteria, they are made at this meeting, prior to the finalization and publication of results.

Question: How come you don't review tier 1 instruction or curriculum?

> **Answer:** For the purposes of the tools chart, the TRC focuses on secondary intervention programs only. These programs are typically what can be referred to as "standard protocols", meaning that they include strict implementation requirements and can therefore be easily replicated. This also allows for validated research, which can help provide useful guidance to practitioners on which programs "work." For information on Tier 1 instruction or curriculum, you may want to look at reviews conducted by other organizations such as the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/) or the Best Evidence Encyclopedia (http://www.bestevidence.org/).

Question: I'm new to this world - who or what is WWC?

> **Answer:** WWC stands for What Works Clearinghouse http://www.ies.ed.gov/ncee/wwc/

Question: Aside from WWC and your site, do you know of others that provide a peer review of instructional materials?

> **Answer:** Another site that does reviews is the Best Evidence Encyclopedia (http://www.bestevidence.org/)

Question: Do those sites mentioned (WWC and Best Evidence Encyclopedia) provide lists of research based / evidence based materials to use as intervention?

> **Answer:** These sites include lists of interventions that are research-based and ratings of those interventions.

Question: If a professional deviates for teachable moments, or decides to pull parts of programs to support instruction, is it safe to say intervention is being implemented with fidelity?

> **Answer:** Not necessarily. Of course teachers may need to deviate at certain times, but must understand that any deviations from a highly scripted program may not yield the same results that were seen in a research study in which the intervention was implemented exactly as prescribed in a manual.

Question: This is a DIBELS-specific question, so you may not be able to answer. How do you handle the mid-year change of DIBELS measures used for progress monitoring (NWF to ORF) when examining data on a student to determine progress? For instance, you could have 3 weeks of progress monitoring using NWF, then the benchmark which uses ORF. Would you continue progress monitoring with NWF, or change to ORF? I hope this question makes sense.

> **Answer:** Unfortunately we don't comment on specific tools, but we do encourage you to contact the vendor directly if you need assistance regarding how to implement a specific tool. If you still need help, you can contact us separately and we may be able to put you in touch with someone familiar with the specific tool to help.

Question: Any suggestions on how to implement intervention with fidelity when the "interventionist" assigned is part-time? Also, when materials are lacking - do you have recommendations for web-based material?

> **Answer:** Every program on our chart includes detailed information on the necessary qualifications of the interventionists and materials. Many tools and/or programs have web based materials, and can be implemented by a part-time staff person. Often, you can find this out by looking at the implementation table – which can be found by clicking on the name of the tool/program in the first column of the chart. If it is unclear whether or not a tool has web materials, we suggest you contact the vendor. The vendors' contact information can be found in the implementation table as well.

Question: What are your ideas on Language Interventions? Can you suggest specific programs or strategies for vocabulary development and other Language related interventions?

> **Answer:** We don't recommend or endorse any specific programs, but rather provide information on the chart so that users can decide for themselves which is appropriate for them. There are programs on the chart currently focusing on language and vocabulary development; we recommend you review this information with a team in your school or district, to see which may match your needs, and where you might need more information.

Question: Are there any plans for reviewing progress monitoring tools related to behavior and social/emotional issues? That is a big need in our district.

> **Answer:** Unfortunately, the NCRTI only reviews information about tools related to academics. For information on behavior, you can refer to the Center on Positive Behavioral Interventions and Supports (http://www.pbis.org/)

Questions: How often do you conduct reviews and when?

> **Answer:** Reviews are conducted annually in screening, progress monitoring, and instruction. The reviews take approximately 6 months to complete. The screening reviews begin in the spring, the progress monitoring reviews begin in the fall, and the instruction reviews begin in the winter. The exact dates vary each year.

Question: I realize RTI is not always a "program" and wonder if there is a good reference to list evidenced based strategies/instruction.

> **Answer:** There is limited information on evidence-based strategies/instruction but you may find some useful information at the Center on Instruction: http://www.centeroninstruction.org/. You may also want to refer to your state education agency.

Question: Can I use the same tool for screening as progress monitoring?

> **Answer:** Some tools are on both the progress monitoring and the screening charts; in these cases they have been evaluated under both sets of standards. Since the goals of screening and progress monitoring are different, it is important to look at the ratings a tool has received in both categories in order to see if it fits your needs. If a tool is only on one chart, you can contact the vendor to find out more information on their approach and evidence base for the chart on which they do not appear.

Question: I work with mostly ELL students. How do I know if a tool or program works well and has been validated with this population?

Answer: All three charts have a column for "disaggregated data" which refers to whether or not their data have been collected and reported separately for sub-populations, for example different racial-ethnic groups, or students with disabilities, or English language learners. If a tool or program has disaggregated data, you can click on the rating or text for that column which will pull up a window that includes all of the disaggregated data available for that tool or program. This is something that the TRC really wants to encourage vendors of these tools to do, which is to look at their data disaggregated for these sub-populations. This is important information for consumers to see, because they want tools that have strong technical rigor for the particular populations that they are working with. The reality is that not a lot of vendors do disaggregate their data in this way, but by making this a standard on the chart, what has happened is that more and more vendors are starting to do this so that they can increases their ratings. We hope to continue to have more disaggregated data available on the chart in the future.

Question: Who are the members of the review committee/ NCRTI? Do they have classroom experience?

Answer: Each TRC has different members. The members and a short bio of each can be found here http://www.rti4success.org/index.php?option=com_content&task=view&id=513&Itemid=163. Some of the members may have classroom experience which may be reflected in their bios.

Question: Are there basic criteria that a tool must meet to be put on the chart?

Answer: Yes, there are basic requirements for submission that a tool/program must meet in order to be reviewed. The criteria are different for each chart with the exception of direct evidence which is required for all three. For more information on the specific requirements, see the first section of the protocols for submission which can be found on the call materials page: http://www.rti4success.org/index.php?option=com_content&task=view&id=1010&Itemid=161

Question: Why aren't there tools for 9-12; how do we find info on tools for those grades?

Answer: The center was originally funded as a K-8 center because there was no research in grades 9-12. There is now a growing body of research on secondary-level RTI implementation and tools. Before selecting tools, high schools need to identify the desired outcome, or focus, of the RTI model. The focus will help schools determine appropriate tools. For example, if your focus is to prevent dropout and increase graduation rates, you will likely select screening and progress monitoring tools related to the interventions targeting in these areas. You may choose to monitor attendance, grades, work completion, or academic performance. See the work of the National High School center for more information on Early Warning Signs for Dropout (http://www.betterhighschools.org/topics/dropoutwarningsigns.asp). If your desired

outcome is increased performance on state tests, then your tools are likely to measure academic content or related skills. There is no one model for high school RTI implementation. In response to the high school practitioners' need for information and guidance, Tiered Interventions in High Schools (http://www.rti4success.org/images/stories/hstii_lessons_learned.pdf) —the initial work of the High School Tiered Interventions Initiative (HSTII), a collaborative project of three federally funded technical assistance centers—summarizes what we have learned thus far and how those lessons learned can advance the ongoing discussion about effective RTI implementation in high schools. Watch HSTII's webinar, An Introduction to High School Response to Intervention.

Question: The links on the implementation tables link me to options to buy resources/assessments, without showing me what each is, which feels inaccessible. Is there a way that you can help these be more accessible? Or, is it simply a matter of buy one, try one, buy one, try one?

> **Answer:** The Center provides links to the publishers' sites which often have example probes. We do not recommend buying anything unless you have been allowed to try it out. Identify 2-3 tools that appear to meet your needs then talk directly with the publishers. Have them demonstrate the product, answer all of your questions, and, then, ask if you can try it out for a bit. We recommend not only reviewing the tool but review any supporting data system as well.

Question: Do any of the TRC members have involvement with or ties with any of the tools on the chart? How do you avoid conflict of interest?

> **Answer:** Prior to every annual review, the center has each TRC member complete a conflict of interest questionnaire in which they are asked to identify any product which they or their employer have any financial interest in. We also ask them if there are any circumstances that might cause someone to question their ability or objectivity in serving as a member of the TRC. If there are any conflicts at all or even appearance of conflict, that reviewers will not review the particular tool in question.